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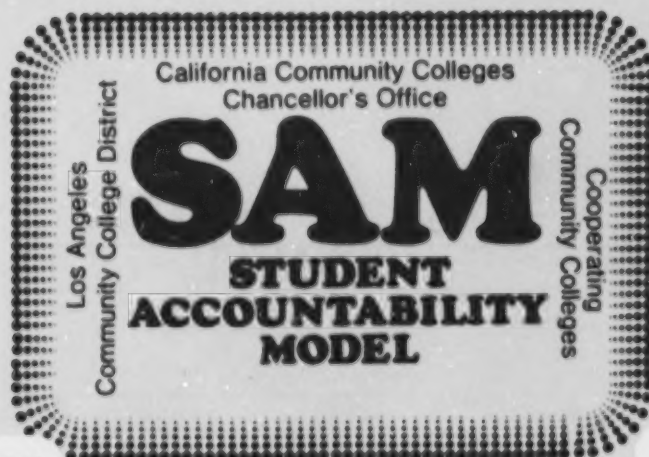
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ABSTRACT

Exemplary adaptations of the California Community Colleges' Student Accountability Model (SAM) are presented, based upon interviews with administrators at 37 colleges or districts known to have implemented SAM practices. After a description of SAM (a set of procedures for the follow-up of occupational students), the report examines the criteria by which the exemplary adaptations were selected. Most important of these was the effective use of data generated through SAM to make needed modifications in programs or courses. Descriptions, costs, outcomes, and "how to do it" suggestions are then provided for each of the selected SAM implementation models. These models are designed to: (1) achieve inter-college consensus on coding conventions in a multi-college district; (2) classify new courses and review course classifications; (3) effectively identify a student's major and objectives; (4) process student applications for closed programs; (5 through 9) effectively collect and use data concerning disadvantaged and handicapped students; (10) provide for the manual operation of SAM when computer time is not available; (11) effectively collect employment information on non-returning students; (12) identify potential dropouts; (13) conduct follow-up studies and evaluate data collection practices; and (14) use SAM data for curriculum evaluation. (JP)

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**FOURTEEN "EXEMPLARY" USES
&
HOW TO APPLY THEM
IN CALIFORNIA COMMUNITY COLLEGES**

September, 1980

Jc 800 514

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P R E F A C E

The SAM procedures for accounting and follow-up of community college occupational students have been implemented to some degree by almost all of the California community colleges. The system was created to accomplish a two-fold purpose: (1) improve occupational student reporting to governmental agencies, and (2) provide assistance in occupational program evaluation and planning.

The purpose of the 1979-80 SAM project was to identify colleges which are using SAM in unique and effective ways for various aspects of program evaluation and planning. This document reports on a variety of such efforts which were identified this year. It is presented in this format in the hope that some of the practices described will be found useful at the other colleges. It makes no claim to being all-inclusive, and inference should not be made that a particular practice will necessarily be effective at another college. The techniques that are described on the following pages are simply some that we have discovered to be useful at certain colleges and that appear to have potential for use on other campuses.

Thanks are due to all persons mentioned in this report (and others) at the various colleges for giving of their time and energy to make this project possible.

Special appreciation is expressed to Shirley McGillicuddy, who did most of the work on the project, and to Marylin Hudson, who wrote this report.

We hope you find something useful for your college and invite you to contact the person indicated for more details.

Ben K. Gold
Project Coordinator

T T
 H H
 E E
 S S
 A A
 M M



T H E S A M N E T W O R K

E E
 T T
 W W
 O O
 R R
 K K

You've heard of the old boys network, the old girls network, now meet the SAM network!

Those of you who have been implementing SAM practices in the field have come up with some excellent applications, modifications, adjustments, expansions, follow-up refinements, formats, questionnaires, identification procedures, etc., etc.

& have involved administrative staff, research people, faculty, students, data processors, and many more

to make the system work for you.

Some of these practices are unique to your own college or district, but many of them are transferable to other situations. You can take advantage of the experience of others to adapt to your own needs. Here are some of the best practices we've come across and which we want to share with you!

WHAT IS AN EXEMPLARY PRACTICE?

According to the dictionary, exemplary means:

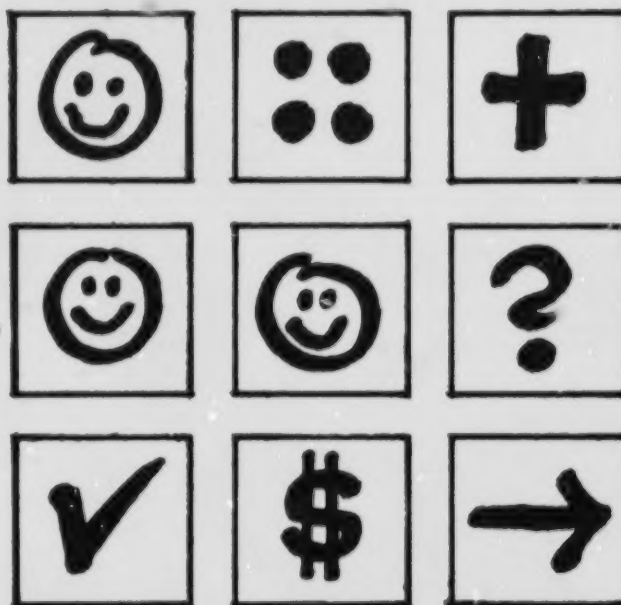
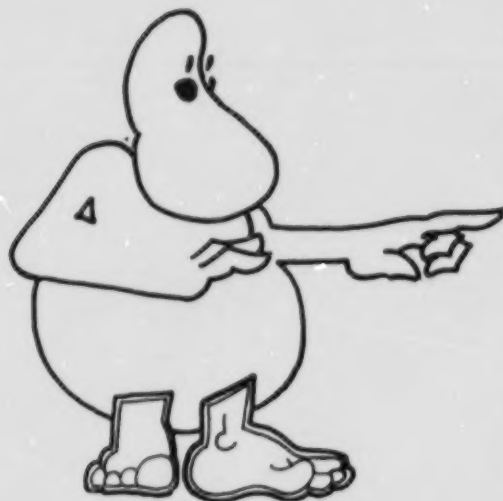
Serving as a pattern; deserving imitation.

Serving as a type, instance, or illustration.

("Exemplary" as used in law doesn't apply to our use of the word in this manual.)

According to the thesaurus, here are some relevant synonyms which apply to our use of the word:

good
ideal
model
admirable
commendable
praiseworthy
worthy
prototypal
prototypical
representative



HOW THE EXEMPLARY PRACTICES WERE DETERMINED & TESTED

Follow-up interviews were conducted with 37 colleges or districts which had expressed a willingness to share SAM experiences or were known to have implemented some useful SAM practices. The interview was designed to gain more specific information about the practice, to learn how the practice had been used to modify programs or courses, and to determine the degree of involvement the college was willing to commit to "transfer" the practice to other colleges.

Of the 37 colleges/districts contacted, 16 indicated they had made a "useful" adaptation of SAM. These practices were presented to the Consortium for consideration for inclusion in the project. After checking with the districts involved, the list was reduced to 14 practices.

Priority consideration in the interviews and in the 1979-1980 SAM Project had been given the use of data to modify programs and/or courses. Generally, it was found that SAM data had influence on occupational programs/services but was often utilized by management for planning, resource allocation and evaluation. Problem areas, needs, and goals were uncovered. The greatest needs included computer time and specifically internal coordination and prioritizing, student identification and the "casual" student, staggering population size, identification of special populations and services provided and the value, follow-up study response rate and student mobility, display of data in useable form and dissemination to faculty, how to work with faculty to stimulate changes, and budgeting and audit trail by program.

WHICH PARTICIPATED IN
THE DEVELOPMENT & FIELD TESTING OF
PRACTICES FOR SAM



WHO'S WHO & WHAT'S WHAT

On the page opposite is a map showing which community colleges and districts participated in the development of these practices.

A STAR INDICATES A TRAINING COLLEGE -- i.e., one which developed a practice and transferred it via training sessions to another.

A CIRCLE INDICATES A TRAINEE COLLEGE -- i.e., one which participated in training sessions with a training college to adapt a practice to its own situation.

A SQUARE INDICATES A COLLEGE WHICH DEVELOPED A PRACTICE WHICH IS TRANSFERABLE, BUT BECAUSE OF PROBLEMS WITH SCHEDULING (or other considerations) DID NOT CONDUCT TRAINING SESSIONS FOR OTHERS.

Where a district participated in practice development or training, the individual colleges within that district are marked with the above code.

Credit for developing and sharing these practices is given throughout these pages.

SAM CONSORTIUM MEMBERS

Donald F. Averill
Vice Chancellor
COAST COMMUNITY COLLEGE DIST.
Costa Mesa

Nathan Boortz
Consultant
NATHAN H. BOORTZ & ASSOCIATES
CONSULTANTS IN EDUCATION
Los Gatos

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Vice President, Student Affairs
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Redding

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MT. SAN ANTONIO COLLEGE
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CALIFORNIA COMMUNITY COLLEGES

THIS MANUAL HAS BEEN WRITTEN BY
Marylin Hudson

HERE THEY ARE — THE FOURTEEN EXEMPLARY PRACTICES



Course Coding
in
Multi-College
District

Use of
Course Coding
Info.

Uniform
Application
for Restricted
Program

Student Major
I.D. & Data Use

Expanded
Data Collection
System

Computer Program
to I.D. & Report
Spec. Pops.

I.D. of
Special Pops.
for Small Colleges

Data Collection
for Filing Claims
for Spec. Pops.

Student Follow-Up
Use of Teacher
Declaration

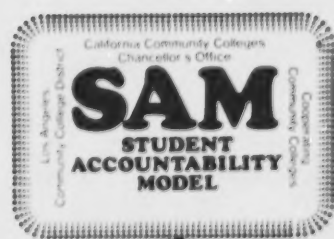
Manual
Application
of System

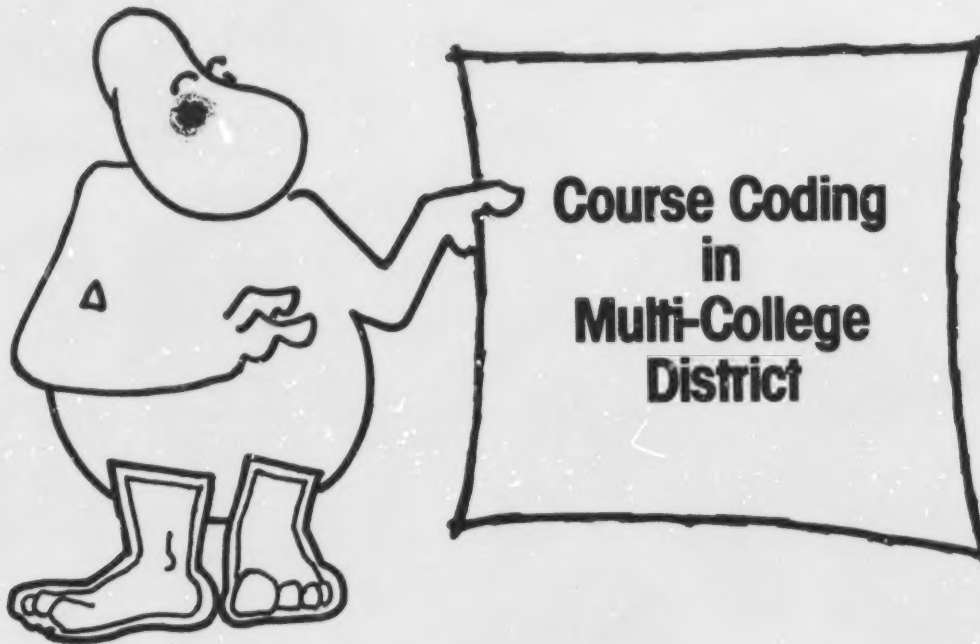
Comprehensive
System for
Spec. Pops.
Accountability &
Reporting

Collection of
Placement &
Follow-Up Info.

Step by Step
Follow-Up

Comprehensive
Program
Evaluation





???
 ? ? Is there a need for a broader understanding of ?
 ? the SAM project on the part of district faculty ?
 ? and administrators? ?
 ? ?
 ? Want inter-college consensus on coding conventions ?
 ? and definitions? ?
 ? ?
 ? Need district-wide participation in the development ?
 ? and application of criteria and procedures for ?
 ? coding occupational courses? ?
 ? ?
 ???

Try this planned workshop approach to get faculty and administrators involved in district-wide decisions on coding of occupational courses. Your goals could be:

1. Establish student follow-up (SAM priority) and USOE codes for occupational courses.
2. Obtain district-wide consensus on the application of coding definitions.
3. Devise procedures for improving the validity and consistency of the district's course coding.

FACULTY INVOLVEMENT IN COURSE CODING IN A MULTI-COLLEGE
DISTRICT

Training College
and Contact:

Coast Community College District
1370 Adams Avenue
Costa Mesa, CA 92626
(714) 556-5000
Dennis Butler
Associate Dean, Research

Objective:

To develop a broader understanding
of SAM on the part of district faculty
and administrators and achieve uniformity
in course coding.

Description:

Planned workshop approach to district-
wide participation in the development
and application of criteria and
procedures for coding occupational
courses. Workshop activities were
designed to achieve inter-college
consensus on coding conventions and
definitions.

Personnel Essential
for Implementation:

Occupational Education Administrator
Institutional Researcher
Person responsible for SAM Follow-up
Person responsible for assigning and
monitoring course codings
Data processing person

Implementation Cost:

Salaries of personnel involved - amount
of time involved may depend on stage of
SAM implementation.

Data or Resources
Essential for
Implementation:

Visible support of top administration.
Presentations by an expert(s) from
outside the district. Detailed informa-
tion on current SAM implementation.
Detailed course file.

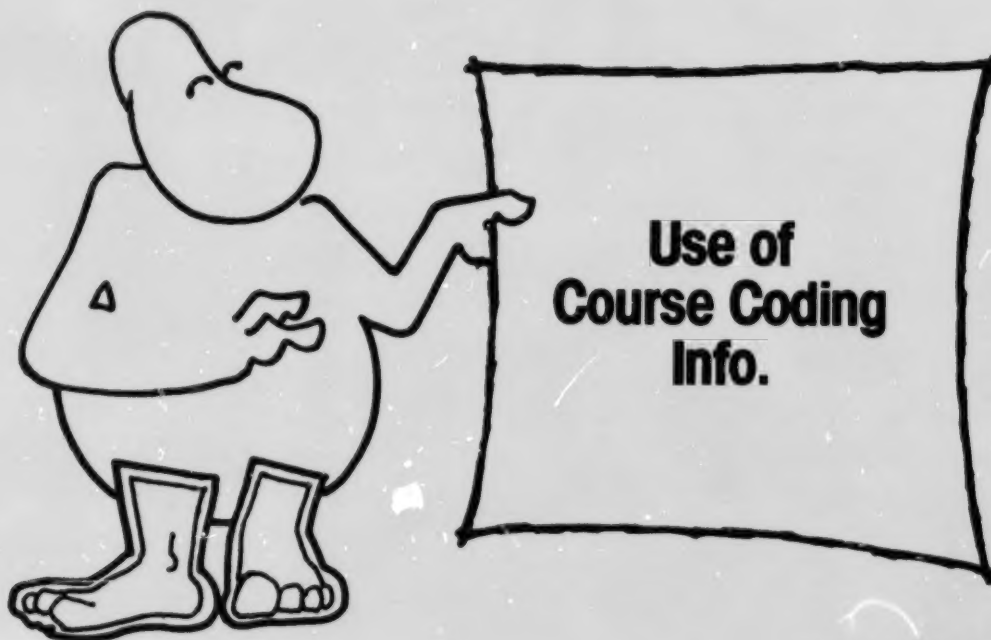
Outcomes of
Practice:

Consensus on definitions, coding
structure and procedures provides
basis for examining relationships of
individual courses to program curric-
ulum or to other programs. Those
relationships must also be considered
initially when courses are implemented
or changed.

Additional Comments:	Presentation by SAM Project Coordinator (in initial application of practice in CCCD) was particularly helpful in educating faculty about SAM process and establishing a positive environment for subsequent workshop activities.
Field Test College and Contact:	Peralta Community College District 300 Grand Avenue Oakland, CA 94610 (415) 834-5500, Ext. 37 or 38 Bill Marquis SAM Coordinator
Persons Trained:	SAM Coordinator Institutional Researcher
Ease of Transferability of Practice:	Portions of the practice are applicable; however, modifications may be needed due to degree of centralization of the district in its approach to course coding. (Coast has a tradition of decentralization. Peralta is a more centralized operation.)
Plans for Implementation:	Full report of CCCD practice to be distributed to Occupational Deans at all district colleges. Plan to undertake similar effort to integrate TOPS, CID, SAM by Fall 1980.
Additional Comments:	Added value of the training experience was the opportunity to share other information about the SAM effort, Occupational Education Advisory Committees, etc. This experience would have been enhanced by more time.



1. Invite division chair people, instructional and administrative deans, data processing staff, and other persons concerned with occupational courses to a workshop session for resolving district-wide problems.
2. Have everyone submit a list of questions and/or problems in advance of the workshop regarding the operation of occupational programs/courses. The queries can be answered in writing and expanded upon verbally at the workshops. The queries can help in planning workshop agenda.
3. Compare each college's course coding philosophy and procedures.
4. Achieve common definitions and general procedural agreements on the course coding process. Resolve differences in coding applications.
5. Refine the agreements and coding principles by examining all of the courses in several different programs and attempting to code them according to the tentative guidelines. As exceptions to the guidelines are encountered, make adjustments to the coding principles.
6. You may wish to expand the taxonomy for guiding the coding of courses to allow colleges to differentiate between programs and clarify the intent of individual courses which are not readily associated with a certain program or option.
7. After the workshop, have the college representatives utilize the Planning Task Force meetings to finalize the guidelines and resolve coding differences which have arisen due to differing interpretation and omissions from the earlier versions of the guidelines.
8. Have the college representatives meet with deans and division chairpeople on their respective campuses to recode their courses in accordance with the new guidelines.



???
 ? Problems within a district with designating SAM ?
 ? codes for new courses? ?
 ? Inconsistency in SAM codes for a course from ?
 ? one campus to another? ?
 ? Confusion in your Data Processing Center on ?
 ? which SAM code to use for a given course? ?
 ?
 ???

Try this procedure for classification of new
 courses and periodic review of course classifica-
 tion. College-wide use of course classification
 helps instructional management and budgeting.

ONGOING COURSE CLASSIFICATION PROCESS

ESTABLISHING AND MAINTAINING SAM COURSE CODING

Training College
and Contact:

Evergreen Valley College
3095 Yerba Buena Road
San Jose, CA 95135
(408) 274-7900, Ext. 286
Earl Webb
Aide to Provost, Vocational Programs

Objective:

To provide a system of designating SAM codes through one office as new courses are approved to achieve district-wide consistency.

Description:

Procedure for classification of new courses and periodic review of course classification. Historical file is maintained and the two campuses in the district agree upon SAM code before board approved courses are offered.

Personnel Involved
in Implementation:

Major involvement of Occupational Administrator, Minor involvement of Instructors, Counselors, Data Processor, Business Manager at College Level.

Cost of Implementation:

60 hours to set up, then 10 hours per year to maintain.

Data and/or Resources

Essential for Implementation: List of courses and programs for certificates and degree.

Field Test College &
Contact:

Fresno City College
1101 University Avenue
Fresno, CA 93741
(209) 442-4600
Gerald J. Fries
Director, Work Experience Education

Persons Trained:

Gerald J. Fries, Dir. Work Exp. Educ.
Richard Handley, Dean, Occ. Education

Ease of Transferability
of Practice:

General practices seem to be readily transferable. Data processing practices, procedures and equipment may cause some difficulty in transfer. SAM now being implemented at Fresno CC.



1. Charge one office with the responsibility of designating SAM codes for all existing courses and for all new ones.
2. Be sure the person making the classification decisions is familiar with the college programs.
3. Have all colleges in the district agree upon SAM codes before board approved courses are offered.

You'll achieve:

1. Consistent SAM designations.
2. Set codes that do not get changed at whim.
3. Better SAM reports.
4. Reduced confusion in the Data Processing Center by assigning specific SAM codes to all courses.
5. Easier data sharing and interpretation within the district.
6. Valuable information college-wide for instructional management and budgeting.



```

????????????????????????????????????????????????????????
?
?   Need additional data on vocational student           ?
?   characteristics?                                     ?
?                                                         ?
?   Would more detailed information on programs          ?
?   improve your planning process?                       ?
?                                                         ?
?   Want to eliminate some manual operations and        ?
?   also bring the printout format more in line         ?
?   with reporting requirements?                         ?
?                                                         ?
????????????????????????????????????????????????????????

```

Try this expanded system for data collection.

By generating detailed information on discrete programs as well as on students, you receive information for ongoing automatic program review which may form the basis for management decisions.

More detailed information on where students are indicates trends which are also important for planning purposes.

EXPANDED SAM PRIORITY SYSTEM FOR DATA COLLECTION

Training College
and Contact:

Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789
(714) 594-5611
Irvin Colt
Administrative Dean, Occ. Education

Objective:

To provide additional and more detailed data on vocational student characteristics as well as program information to improve the planning process.

Description:

Added to the CID-TOPS number is an additional digit plus the priority letter. Additional letters are used beyond ABCD to identify students in specialized programs, e.g. work experience.

Personnel Involved
in Implementation:

Occupational Education Administrator
Data Processing

Cost of
Implementation:

Only computer programming time.

Data and/or
Resources Essential
for Implementation:

Several offices, such as handicapped, tutoring, EOPS, student services, registration, health office, must feed information to data processing.

Field Test College
and Contact:

Allan Hancock College
800 South College Drive
Santa Maria, CA 93454
(805) 922-6966
Ted Sypolt, Dean of Vocational Ed.

Persons Trained:

Ted Sypolt, Occ. Ed. Administrator
Jim Llewellyn, Programmer

Ease of Transferability
of Practice:

Easy to transfer once SAM process is advanced for inclusion. In process of changeover to TOPS.

Modifications
Necessary:

Difficult to determine until
implementation is in process.

Plans for
Implementation:

One or two years off, but plan
to utilize the practice.

Additional
Comments:

The approach used was a plus
factor. There needs to be more
sharing.

Observations made by Irvin Colt
following a visit to the field
test college included:

1. Progress is being made toward implementation, although initial progress has been slow due to the shortage of computer staff and necessary changes which might need to be made in the data-base configuration.
2. The College staff is committed to improving its system and will be making a major effort toward that end.
3. Some time was devoted to procedures for accomodating necessary additional data elements into the system to improve student characteristic data.
4. Since the computer system at Mt. San Antonio College, the format of reports will be different but the capability of generating the same kind of data is available and computer programs are being rewritten to provide that data.
5. The College was assisted in reorganizing its basic SAM process to eliminate considerable manual operations currently used to arrive at totals for ethnic, etc., thus bringing the printout format more in line with VE enrollment reporting form requirements.
6. The staff has the knowledge, desire, and capability of improving its system and developing superior data-gathering.

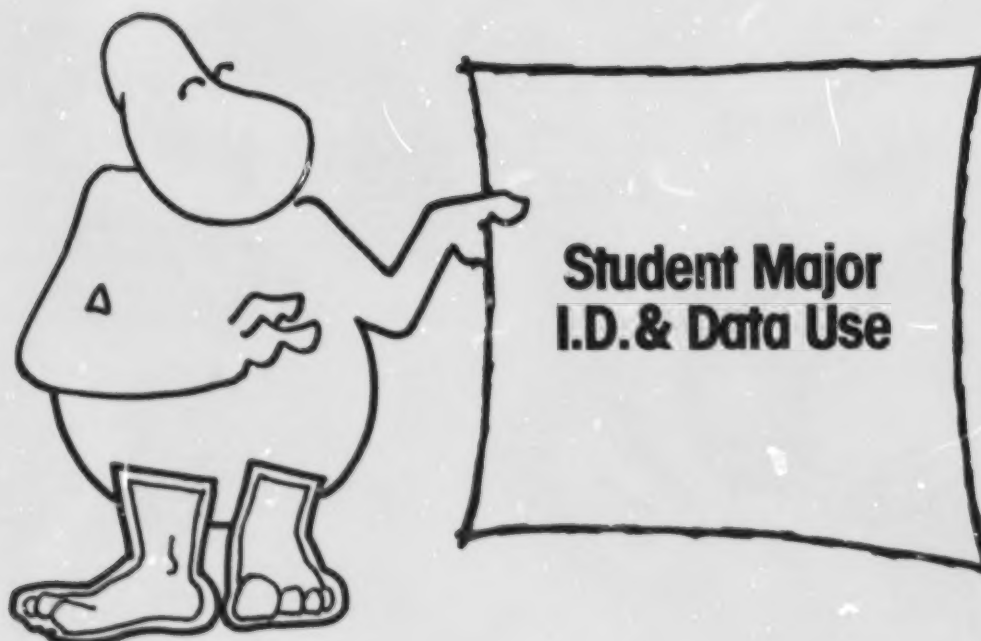


Here's how one college did it; your own data needs may be different, but the principle is the same.

- A. Use of an added digit provides a further breakdown of college programs within TOP programs and also distinguishes between graded and non-graded programs.
- B. As an example of the use of extended alpha code -- for all courses that qualify as "Consumer & Homemaking"
 1. Use the alpha code "H" for consumer courses and I for General Homemaking courses. (Under the current SAM program the computer would reject the H and I codes. The program must be adjusted to accept the new alpha codes.)
 2. Use the CID 1304 (TOP number 1304.00 for Consumer courses) and 1301 (TOP 1301.00) for General Homemaking courses).
 3. Use the conversion table of CID to USOE for reporting purposes. The data is accommodated in the same manner as the occupational course data is accommodated with the exception that the prioritization is limited to one category.

Your results include:

1. Information about these same courses identifies teachers as required on VE staff reporting form.
2. Student characteristic information needed in writing the annual report on vocational education projects can be facilitated by this coding and reporting.
3. Non-duplicated counts are possible, class hours are accumulated, and a.d.a. totals can be reported.



???
 ?
 ? Having trouble identifying a student's major? ?
 ?
 ? Need to identify other objectives (besides majors) ?
 ? for future planning? ?
 ?
 ? Need more data input for planning follow-up studies? ?
 ?
 ???

Get the information you need by including a broad "statement of intention" question for students to answer at registration each semester.

Your advantages include:

1. Flexibility in constructing questionnaires (e.g. different questions can be asked of those on the job who had the job before leaving college);
2. A possibly better basis for sampling larger groups (e.g. non-completers);
3. Analyzing student intentions for short and long term planning and tracking.

STUDENT MAJOR IDENTIFICATION & DATA USE

Training College
& Contact:

Shasta College
1065 North Old Oregon Trail
Redding, CA 96001
(916) 241-3523
Walter Brooks, V. P., Student Affairs

Objectives:

1. Assist vocational education division directors to understand the SAM classification system (as revised) and to apply the system to College of the Redwoods courses.
2. To assist the data processing manager to understand the relationship of the SAM classification system to VEA report requirements.

Personnel Involved
in Implementation:

V. P. for Student Affairs; Data Processing Programmer; Research Tech.

Field Test College &
Contact:

College of the Redwoods
Eureka, CA 95501
(707) 443-8411
L. E. Richter, Director, Occ. Ed.

Persons Trained:

Voc. Ed. Dean, Division Directors,
V. P. of Instruction, Data Processing Manager

Modifications Necessary:

Rewrite of course prioritization.

Plans for Implementation:

Trainee college has requested additional visit during 1980-81 fiscal year to assist staff in finalizing plans. Reporting program will be implemented in relation to VEDS requirements.

Additional Comments:

A microcomputer has been installed to supplement the primary administrative data processing system which does not have the flexibility to meet changing state and federal reporting requirements. Semester records for 12,000 students and 1,400 courses are transferred and made ready for processing in about 16 hours. When transferred, the records are modified to meet format requirements for the CCC Uniform Statewide Reporting System. Information on special student status is input directly using a series of data entry programs. Program listing, specifications, and costs can be obtained from Mr. Brooks at Shasta.

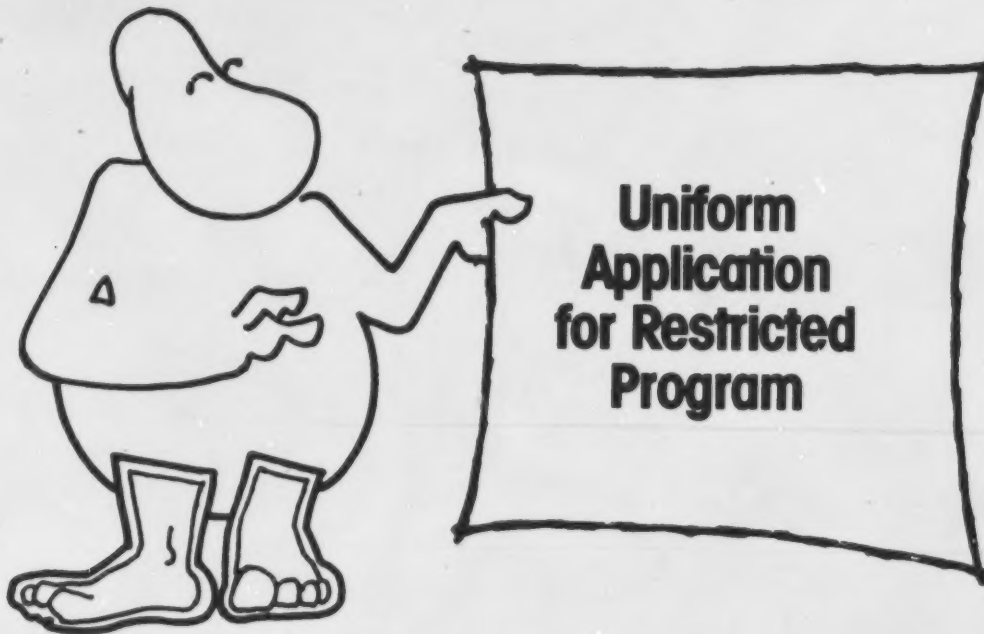


At registration each semester ask each student a broad "statement of intention" question. Here is a suggested format:

Please check one of the educational objectives which best describes the reason for your course selection this semester:

1. Pre-employment training -- you should describe this as your educational objective if the courses you are taking this semester have been chosen primarily to prepare you for employment. You should indicate the choice only if additional training at a four-year college is not required for jobs in this occupational area.
2. Preparation for transfer -- you should indicate this choice if the course work you are taking is primarily intended to fulfill lower division requirements at a four-year college and you plan to transfer to a four-year college upon completing your lower division course work.
3. In-service training -- you should indicate this choice if the course work you are taking this semester is primarily intended to improve your skills in an occupational/professional area in which you are already working or have worked.
4. General education -- if your reasons for enrolling this semester do not meet any of the objectives listed above, you should choose the general education alternative.

It is suggested that an appropriate sample of this group be followed-up, with occasional in depth interviews considered as a possible method for probing into reasons for non-completion and leads for possible improvement of the college program.



~~~~~  
& Sometimes a knowledge of the SAM accounting &  
& system leads to a variety of problem solving &  
& approaches. &  
& This practice was an outgrowth of the college's &  
& extensive use of SAM, which resulted in their &  
& branching out into utilizing SAM data for other &  
& uses. &  
& We include it here because we believe it may be &  
& useful in stimulating other colleges in data &  
& utilization. &  
& ~~~~~

USE OF SAM DATA FOR UNIFORM APPLICATION FOR RESTRICTED OR  
CLOSED PROGRAM (COMPUTERIZED SELECTION PROGRAM)

Training College  
and Contact:

Foothill College  
12345 El Monte Road  
Los Altos Hills, CA 94022  
(415) 948-8590  
Nilo Sarmiento  
Director of Personnel & Affirm. Action

Objective:

To apply uniform and fair procedures for processing student applications and making candidate selections for closed or impacted programs.

Description:

Development of a preliminary selection of applicants by the use of the computer utilizing SAM student master file as uniform base. In order to increase the likelihood that racial/ethnic minorities or members of a sex that is under-represented in a given program will be chosen, a systematic recruitment is needed, which will yield candidates from these groups who are plentiful and academically prepared. The problem includes dealing with many applicants, including narrowing them down to a reasonably small number so an interview can be conducted. This system enables one to screen the applicants in a matter of minutes using the same criteria on all.

Cost of Implementation:

Time for personnel, computer program modification, or manually posted student master file.

Data or Resources Essential  
for Implementation:

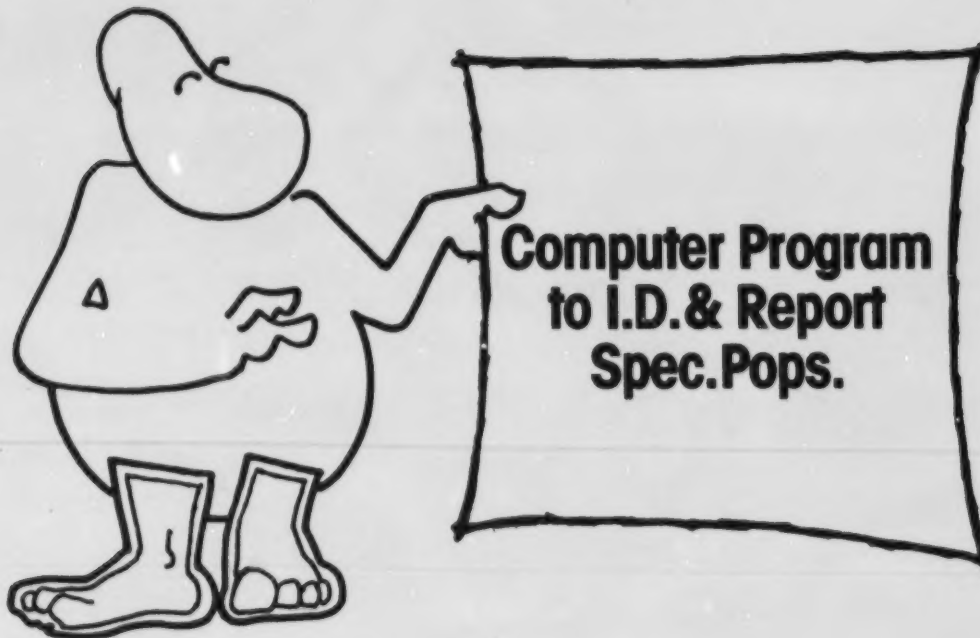
Computerization highly desirable for time conservation. SAM accounting component and student master file in place. Application form for restricted or closed programs. Faculty involvement is essential.

Outcomes of Practice:

Fair and equitable system for reviewing student applications for admittance into impacted programs. Defensible affirmative action practices in student selection procedures. Uniform policies for all occupational programs.

The Problem as seen by the personnel from Foothill College was the increasing concern these days over selection process and selection criteria both in the area of employment and in the area of admissions to universities, particularly in the various medical professions. This concern is further heightened by the affirmative action impetus toward the hiring and/or admissions of racial/ethnic minorities, the handicapped, or simply those who have been educationally and economically disadvantaged. There is also the interest in finding out which criteria have an adverse impact on members of a particular group, so a determination may be made to what extent such criteria are really required in a candidate for him or her to be successful in the program.

Progress Report. The biggest obstacle in the full development of the system is resistance on the part of those involved in the program. The application form is in its revised version, and further revisions may still have to be made to satisfy the needs/concerns of the executive heads, or else to allay their fears and suspicions. Once the form has been agreed upon, the computerized selection itself is relatively easy. The program used in the demonstration is SPSS, and the program can be taught in a four hour "hands on" session.



```

????????????????????????????????????????????????????????????
?                                                                    ?
?   Need a system for providing detailed information                ?
?   for completion of VE enrollment forms?                          ?
?                                                                    ?
?   Want an accurate count of operationally                         ?
?   disadvantaged students?                                          ?
?                                                                    ?
?   Want to identify potentially non-successful                     ?
?   students quickly?                                                ?
?                                                                    ?
?   Need a computer program which automatically                    ?
?   counts disadvantaged students by vocational                     ?
?   program?                                                         ?
?                                                                    ?
????????????????????????????????????????????????????????????

```

Here's the SAM CHALUI practice which provides a systematic process to identify and assist disadvantaged occupational students.

COMPUTER PROGRAM TO IDENTIFY AND REPORT DATA  
ON STUDENTS WITH SPECIAL NEEDS (SAM CHALUI)

Training College  
and Contact:

San Jose City College  
2100 Moorpark Avenue  
San Jose, CA 95128  
(408) 298-2181, Ext. 225  
Gregory S. Ohanneson  
Assistant Dean, Occupational Ed.

Objective:

Collect accurate information on students with special needs, e.g. disadvantaged, for reporting purposes.

Description:

Created a computer program which automatically counts disadvantaged students by vocational program (eligible for financial aid, E.S.L., on probation) and also provides ethnic data from existing student program records.

Personnel Involved  
in Implementation:

Occupational administrator, data processing, institutional research.

Cost of Implementation:

\$5,000.

Data and/or Resources

Essential for Implementation:

District computer, cooperative data processing director, analysis of available student record data, and determination of key student data to be used.

Outcomes:

Data is disseminated to program supervisors for use in reviewing program and student needs and reported on CCOE forms.

Field Test College  
and Contact:

Santa Rosa Junior College  
1501 Mendocino Avenue  
Santa Rosa, CA 95401  
(707) 527-4329  
Henry K. Gronroos  
Coordinator, Cooperative Work Exp. Ed.  
(SAM Coordinator)

Persons Trained:

SAM Coordinator, Assoc. Dean

Ease of Transferability  
of Practice:

Should be no problem.

Plans for Implementation:

Should have some process ready for 1980-81.



The SAM CHALUI process involves a referral system utilizing student needs as the mode of identification.

CHALUI indicators of student needs are:

Counseling  
Health  
Attendance  
Language  
Underachiever  
Instructional

The referral system can be initiated by an instructor, counselor or student. For additional details see the SAM manual, appendix A, page 83. (Please use the September, 1978 edition of the SAM manual.)

```

#####
&
&  HERE ARE ADDITIONAL COMMENTS FROM THE TRAINING COLLEGE  &
&
&
#####

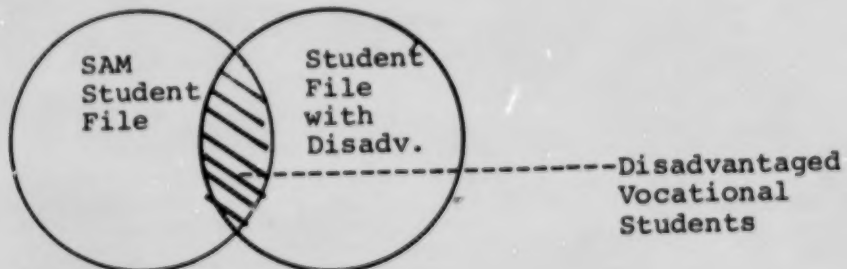
```

Disadvantaged students in vocational education can be operationally determined. Student records contain sufficient information to determine both vocational status and academic disadvantage. The local college must have a computer being used for student and program record keeping.

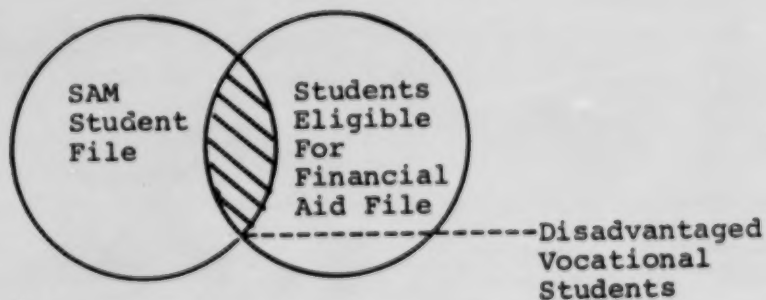
The SAM system identifies and counts vocational students by unduplicated enrollment in vocational programs. Student data files contain the following indications of disadvantage:

- Enrolled in a remedial or developmental course (academic)
  - Learning Assistance Center
  - Remedial mathematics
- Enrolled in an ESL course (academic)
- On academic probation (academic)
- Targeted ethnicity (socio-economic)
- Enrolled in an EOPS section (economic, academic)

The SAM D. P. file and Student Records D. P. file are compared to produce a report which provides a count of operationally disadvantaged students:



Economically disadvantaged students are determined by checking their eligibility for financial aid. Then this file can be compared with the SAM student file. This is added to the report which provided the count of disadvantaged students.





```

????????????????????????????????????????????????????????????????
?
?   Need more information on special populations:
?
?       disadvantaged
?       handicapped
?       limited/non English speaking
?       displaced homemakers
?
?   How do you identify:
?
?       students with special needs
?       services provided for them
?       funds spent to provide those services
?
????????????????????????????????????????????????????????????????

```

Use this simple process for accounting for use of special funds applicable to small colleges and ensure a documented audit trail for the special population receiving services through the college.

## IDENTIFICATION OF SPECIAL POPULATIONS

Training College  
and Contact:

Cuesta College  
P. O. Box J  
San Luis Obispo, CA 93406  
(805) 544-2943  
Edwin M. Pearce  
Dean of Instruction  
Occupational Ed. & Spec. Programs

Objective:

To document special populations  
receiving services through the  
college.

Description:

Appropriate student classification  
is done by the use of one-to-one  
contact with a referral counselor  
and a SAM computer printout.

Personnel Involved  
in Implementation:

Data Processing (SAM), SAM CHALUI  
Referral Counselor, Instructor

Cost of Implementation:

\$10,000. (approx.)

Data and/or Resources

Essential for Implementation: SAM computer program. Individual  
certificated staff members document  
the eligibility of students  
receiving services.

Field Test College  
and Contact:

Cosumnes College  
8401 Center Parkway  
Sacramento, CA 05823  
(916) 421-1000, Ext. 303  
P. Cecie Fontonoza  
Assistant Dean, Occ. Ed.

Person Trained:

P. C. Fontonoza, Occ. Administrator

Ease of Transferability  
of Practice:

Should be smooth. A more formalized  
approach to doing what is in effect  
partially (i.e. CHALUI method).

Plans for Implementation:

Will implement in fall, 1980, I.D.  
of economically disadvantaged by  
EOPS and Financial Aid, I.D. of  
academically disadvantaged by  
instructor referral.



Appropriate student classification is done by the use of one-to-one contact with a referral counselor and a SAM computer printout.

You will need:

1. A SAM computer program for identifying vocational education students.
2. Individual certificated SAM CHALUI Referral Counselors with appropriate student classification done on a one-to-one basis of contact.
3. Forms for recording information for the student's personal file. (These forms are signed by the appropriate instructor and/or referral counselor involved.)

\*\*\*\*

It helps to have one person (probably a counselor) coordinate the program. Cuesta has a centralized tutorial center; Cosumnes does not but will consider.

Seeing a video-tape presentation on CHALUI was helpful.

For more information on the CHALUI process, see the SAM Manual Appendix A, page 83. Use the September, 1978 Manual edition.



????????????????????????????????????????????????????????????  
? ?  
? Need accurate information on students enrolled ?  
? in occupational programs who receive special ?  
? services for disadvantaged, handicapped, and ?  
? limited/non-English speaking? ?  
? ?  
? Want help in collecting data on special ?  
? populations for filing claim? ?  
? ?  
????????????????????????????????????????????????????????????

Here is a system that helps in collecting data  
which helps in accountability for filing claim  
on special populations.

ACCOUNTABILITY:  
COLLECTION OF DATA ON SPECIAL POPULATIONS FOR FILING CLAIM

Training College  
and Contact:

Merced College  
3600 M Street  
Merced, CA 95340  
Herbert McCabe  
Dean, Vocational Education  
(209) 723-4321

Objective:

To provide accurate information on students enrolled in occupational programs who receive special services for disadvantaged, handicapped and limited/non-English speaking.

Description:

Use SAM codes to identify occupational education students. As services are provided, counselors can scan list and cost out services for disadvantaged, handicapped, limited/non-English speaking. Data collected is used to file claim.

Personnel Involved  
in Implementation:

EOP coordinator, counselors, tutors, SAM coordinator.

Cost of Implementation:

If SAM system is in place and services staff oriented, nominal cost beyond salaries of personnel.

Data and/or Resources  
Essential for  
Implementation:

SAM student list, cooperation from counseling/support services coordinators, computer or manual method for completing VE forms.

Outcomes:

Accountability for filing claim and anticipated reorientation of support services for occupational students involved.



As we go to press, information on this practice is not complete. If you wish more data, contact:

Merced College  
3600 M Street  
Merced, CA 95340  
Herbert McCabe  
Dean, Vocational Education  
(209) 723-4321



COMPREHENSIVE SYSTEM FOR IDENTIFYING AND SERVING  
STUDENTS WITH SPECIAL NEEDS AND  
ASSESSING RESULTS AND COSTS OF SERVICES

Training College  
and Contact:

Fresno City College  
1101 East University Avenue  
Fresno, CA 93741  
(209) 442-4600, Ext. 8680  
Gerald J. Fries  
Associate Dean of Instruction, Occ. Ed.

Objective:

To identify and document students receiving special services and track costs and results.

Description:

See above

Personnel Involved  
in Implementation:

Occupational Administrator, Counselors,  
Peer Counselors, Services Coordinators

Cost of Implementation:

Based on \$250,000 project -- much of cost was developmental

Data and/or Resources  
Essential for Implementation:

Outcomes:

Individual plan for serving the needs of students with special needs, e.g. disadvantaged, handicapped, limited non-English speaking. Maintenance of control over services provided, value and cost. Provides evaluation information for support services.

Field Test College  
and Contact:

San Jose City College  
2100 Moorpark Avenue  
San Jose, CA 95128  
(408) 298-2181  
Gregory S. Ohanneson  
Assistant Dean, Occupational Education

Persons Trained:

Gregory S. Ohanneson, Assistant Dean, Occupational Education

Ease of Transferability:

Pretty good. Some problems - magnitude of system overwhelming, but pieces good.

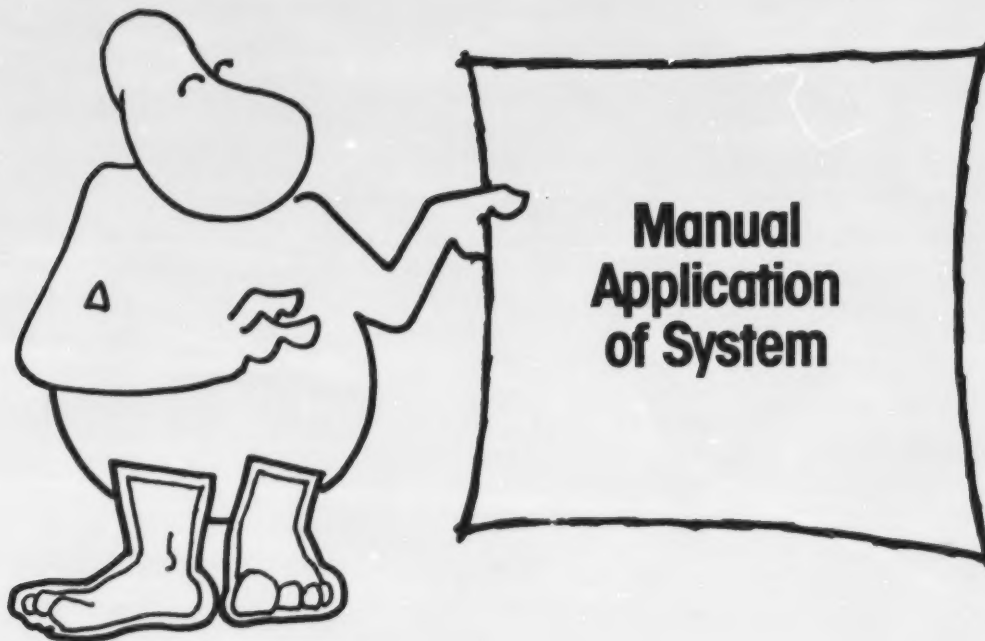
Plans for Implementation:

Started at "informational" level to counselors. I. D., recruiting and counselor screening in motion.



As we go to press, information on this practice is not complete. If you wish more data, contact:

Fresno City College  
1101 East University Avenue  
Fresno, CA 93741  
(209) 442-4600, Ext. 8680  
Gerald J. Fries  
Associate Dean of Instruction  
Vocational Education



```

????????????????????????????????????????????????????????????????
?                                                                    ?
?   Need an accounting and follow-up system                        ?
?   that can be done manually with only                            ?
?   limited computer services?                                     ?
?                                                                    ?
?   Want to implement SAM manually when                             ?
?   machine time is unavailable?                                    ?
?                                                                    ?
?   Would it be helpful to have a system that                     ?
?   can be easily transferred to full computer                    ?
?   use when equipment and time are available?                     ?
?                                                                    ?
????????????????????????????????????????????????????????????????

```

Here's a flexible system that doesn't  
require anything more than key punch and  
manual tabulation.

SAM MANUAL APPLICATION USING MANUAL AND MINIMAL  
COMPUTER TABULATION

Training College  
and Contact:

Sierra College  
5000 Rocklin Road  
Rocklin, CA 95603  
(916) 624-3333, Ext. 340  
Frank D. Strong  
Chairman, Community and  
Continuing Education

Objective:

Implement SAM manually for  
operation when machine time  
is unavailable.

Description:

Implementation of SAM using a  
manual system with key punch and  
print out capability available.

Personnel Involved  
in Implementation:

Administrator, clerk, key punch  
operator, machine operator

Cost of Implementation:

\$700.

Data and/or Resources

Essential for Implementation: Key punch, data processing  
print machine not essential  
but helpful.

Outcomes:

VEA claims and reports, vocational  
education planning, and program  
evaluation data, student follow-  
up and job placement information.

Additional Comments:

Not much work - valuable results.



Here are the steps used by the training college with the approximate time each step involved:

1. Identify all A, B, C level courses offered in the spring session. (8 hours, 73 courses identified)
2. Pull final grade lists for A, B, C, priority courses and keypunch card for all A & B students and those C students who completed a course. (2 hours of administrative time, 10 hours keypunch time, approximately 2,000 cards)
3. Manually check cards against fall alpha roster, and sort into continuing students and non-continuing. (5 hours)
4. Have address labels and roster run for non-continuing students. (30 minutes)
5. Research non-continuing students, i. e., AA degree, Certificate, courses completed, GPA, etc. (32 hours)
6. Survey selected students. Mail out. For the form that was used by the college that developed the practice, see page 43. (5 hours)
7. Compile and analyze the data.

SAMPLE FORM

Dear FORMER Student,

"We need your help!" Please answer the appropriate questions on the enclosed card and "return it to us as soon as possible" in order that we may complete an evaluation of our Vocational-Technical course offerings. The information you provide will be considered confidential and will be of great value in assisting us to make courses relevant for students at Sierra College. We value your responses and suggestions for improvement.

Please take a moment now to complete the post card and return it to us in the mail. No postage is required. Thank you for your prompt cooperation.

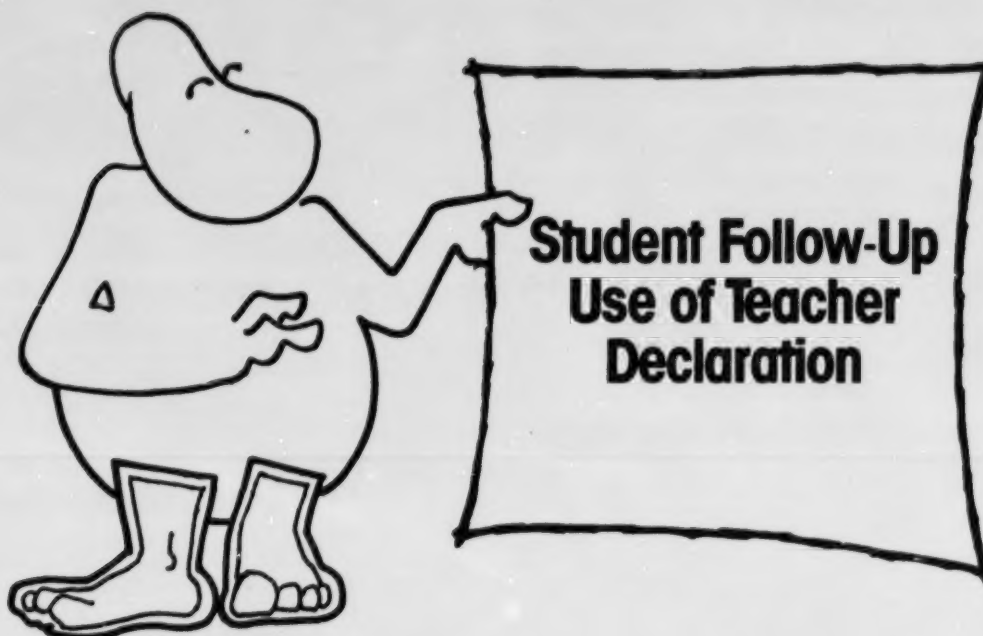
We hope you are finding your present experience satisfying and profitable. We invite you to return when possible, as we are always interested in your progress and activities.

Sincerely,

Frank D. Strong  
Coordinator of Special Programs

SIERRA COLLEGE STUDENT FOLLOW-UP STUDY

1. Are you in full-time Military Service? . . . . . YES ☐ NO ☐
2. Are you enrolled in college full time? . . . . . YES ☐ NO ☐  
If yes, 2-year college \_\_\_\_\_ 4-year college \_\_\_\_\_
3. Are you unemployed and not seeking work? . . . . . YES ☐ NO ☐
4. Are you employed full time in occupation for which you were trained? . . . . . YES ☐ NO ☐
5. Are you employed full time in occupation related to your training? . . . . . YES ☐ NO ☐
6. Are you employed full time in occupation unrelated to your training? . . . . . YES ☐ NO ☐
7. Are you employed part time and not attending college? . . . . . YES ☐ NO ☐
8. Are you unemployed and seeking work? . . . . . YES ☐ NO ☐
9. Did you take work experience education? . . . . . YES ☐ NO ☐
10. Is your current job the same type of job as the work experience education? . . . . . YES ☐ NO ☐
11. My training prepared me for my job? . . . . . YES ☐ NO ☐
12. What is your present job title? \_\_\_\_\_
13. What is the name and address of your employer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. Favorable comments and helpful suggestions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



?????????????????????????????????????????????????????????????????????  
 ? ?  
 ? Need follow-up information on the employment ?  
 ? status of nonreturning students? ?  
 ? ?  
 ? Want teacher involvement in determining ?  
 ? employment status? ?  
 ? ?  
 ?????????????????????????????????????????????????????????????????????

Here is a system using faculty involvement  
in data gathering.

STUDENT FOLLOW-UP:  
TEACHER DECLARATION OF EMPLOYMENT STATUS

Training College  
and Contact:

College of the Sequoias  
915 South Mooney Boulevard  
Visalia, CA 93277  
(209) 733-2050  
David C. Bockman  
Dean, Vocational Education

Objective:

To collect follow-up information  
on the employment status of  
nonreturning students.

Description:

SAM accounting component used  
to identify occupational majors  
(SAM system in conjunction with  
declaration of intention). Follow-  
up utilizes teacher declaration of  
employment status in conjunction  
with telephone survey augmented  
with mail survey for students  
outside calling area. Applicable  
for small colleges.

Personnel Involved in  
Implementation:

Occupational administrator, data  
processing, instructors.

Cost of Implementation:

Faculty involvement time, moderate  
cost for forms, computer programming  
time.

Data and/or Resources

Essential for Implementation: Student major list and list of  
nonreturning students, computer  
program, teacher participation.

Outcomes:

Information for completion of VE  
student follow-up form. Data is  
disseminated to faculty for use  
in evaluating programs.



As we go to press, information on this practice is not complete. If you wish more data, contact:

College of the Sequoias  
915 South Mooney Boulevard  
Visalia, CA 93277  
(209) 733-2050  
David C. Bockman  
Dean, Vocational Education



??????????????????????????????????????????????????????????????????  
 ?  
 ? Want to improve your ability to track students' progress in vocational programs?  
 ?  
 ? Need to better identify placement of completers and job-outs in vocational programs?  
 ?  
 ? Would you like to improve the accuracy of data furnished on vocational reports?  
 ?  
 ?  
 ??????????????????????????????????????????????????????????????????

Here's a system designed to provide early detection of drops and job-outs within vocational education. The system also obtains data from students at the time they complete the program to determine:

1. their future plans for employment
2. transfer to a four year school
3. military service

Once this data is obtained for reporting purposes, students can be placed in a follow-up cycle for contact at a future date.

COMPLETION/PLACEMENT/FOLLOW-UP INFORMATION SYSTEM

Training College  
and Contact:

Modesto Junior College  
435 College Avenue  
Modesto, CA 95350  
(209) 526-2000, Ext. 200  
Arnold Blank  
Associate Dean of Instr., Voc. Ed.

Objectives:

To improve ability to track  
students' progress in vocational  
programs.

To better identify placement of  
completers and job-outs in  
vocational programs.

To improve the accuracy of data  
furnished on vocational reports  
and to reduce the number of  
"unknown" responses.

Description:

A system designed to provide early  
detection of drop outs and job-outs  
within vocational education.

Personnel Involved  
in Implementation:

Vocational faculty, data processing,  
division chairpersons.

Cost of Implementation:

Programming - \$6,000. (estimated)  
Operations, forms, etc. - \$1,500.  
per year (estimated)

Data and/or Resources

Essential for Implementation: Data processing capabilities are  
essential. Resources needed for  
acquisition of mark-sense forms used  
to gather data.

Outcomes:

Primary use of data initially is to  
furnish report information. From  
follow-up information we expect to  
get program evaluation information  
to assist with improvement of  
instruction.

Field Test College  
and Contact:

Santa Monica City College  
1900 Pico Boulevard  
Santa Monica, CA 90405  
(213) 450-5150, Ext. 224  
Herbert L. Schlackman,  
Dean of Occupational Education

Person Trained:

Herbert L. Schlackman,  
Dean of Occupational Education

Ease of Transferability  
of Practice:

Getting adequate teacher involvement  
may pose difficulties in some  
colleges.

Modifications Necessary:

A great deal of time would be  
required to adequately orient  
faculty on the need and value  
for them to get information from  
existing students.

Plans for Implementation:

Will seriously consider the  
system when we have tried the  
total basic SAM follow-up  
component described in the SAM  
Operations Manual. Even then,  
we would do it first on a  
limited basis.

Additional Comments:

The concept of obtaining the  
prescribed information from  
students while still enrolled  
is good. Such information appears  
more valid than that produced by  
most systems we've observed.  
Arnold Blank agreed to help further  
if necessary.



1. Preprint placement/follow up forms.
2. Supply forms to data processing.
3. Prepare basic information material via computer prior to distribution of the forms to the staff.
4. Distribute "Opening Enrollment" forms to students and request their response. Ask them to verify the accuracy of information and respond to the questions. This form is returned and immediately processed.
5. Completion form is retained by the instructor. If the student withdraws from the class, he is asked to again respond to question 2, 3, and 4, and the form is immediately returned.
6. At the end of the semester those students completing the course review the "Completion..." form and respond to questions 1, 3, and 4.
7. Students are placed in a follow-up cycle to be contacted at future dates.

# PLACEMENT/FOLLOW-UP DATA SYSTEM COMPLETION/WITHDRAWAL VERIFICATION

|                                   |                     |             |                                  |                |                  |
|-----------------------------------|---------------------|-------------|----------------------------------|----------------|------------------|
| Student Name Here<br>STUDENT NAME | Staff<br>INSTRUCTOR | 1234<br>CRN | COURSE 123<br>COURSE NAME/NUMBER | MJC<br>COLLEGE | F 79<br>TERM/YR. |
|-----------------------------------|---------------------|-------------|----------------------------------|----------------|------------------|

|       |      |     |        |                        |
|-------|------|-----|--------|------------------------|
| CAMP. | TER. | YR. | C.R.N. | SOCIAL SECURITY NUMBER |
|-------|------|-----|--------|------------------------|

## TO BE COMPLETED BY INSTRUCTOR:

1. IF STUDENT COMPLETED PROGRAM  
IDENTIFY STUDENTS INTENTIONS.

- a. TRANSFER TO STATE COLLEGE ☐ b. PLANNING TO RETURN ☐  
c. PLACED FULL TIME ☐ d. PLACED PART TIME ☐

2. IF STUDENT DROPPED CLASS INDICATE  
REASON.

- a. REMAINING IN OTHER CLASSES ☐ b. JOB OUT, RELATED MAJOR ☐ c. JOB OUT, NON RELATED MAJOR ☐ d. CHANGE IN MAJOR ☐  
e. EMPLOYMENT CONFLICT ☐ f. ACADEMIC REASONS ☐ g. UNKNOWN ☐ h. OTHER ☐

3. HOURS WORKED PER WEEK? (AVERAGE)

|       |   |   |   |   |   |   |   |   |   |   |
|-------|---|---|---|---|---|---|---|---|---|---|
| HOURS | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|       | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

4. WEEKLY EARNINGS? (AVERAGE-DOLLARS ONLY)

|          |   |   |   |   |   |   |   |   |   |   |
|----------|---|---|---|---|---|---|---|---|---|---|
| EARNINGS | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|          | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Student Name Here  
1400 Albers Road  
Modesto, CA 95355  
578-3154

Adv. -- Advisor Name Here  
H. S. -- Modesto High School  
Female  
Major -- Secretarial Training  
Un. Comp.-- 21.0

SAMPLE FORMS (Student schedule will be listed here)

## PLACEMENT/FOLLOW-UP DATA SYSTEM OPENING ENROLLMENT VERIFICATION

|                                   |                     |             |                                  |                |                  |
|-----------------------------------|---------------------|-------------|----------------------------------|----------------|------------------|
| Student Name Here<br>STUDENT NAME | Staff<br>INSTRUCTOR | 1234<br>CRN | COURSE 123<br>COURSE NAME/NUMBER | MJC<br>COLLEGE | F 79<br>TERM/YR. |
|-----------------------------------|---------------------|-------------|----------------------------------|----------------|------------------|

|       |      |     |        |                        |
|-------|------|-----|--------|------------------------|
| CAMP. | TER. | YR. | C.R.N. | SOCIAL SECURITY NUMBER |
|-------|------|-----|--------|------------------------|

## IF YOU ARE EMPLOYED COMPLETE THE FOLLOWING.

1. IS YOUR JOB RELATED TO YOUR MAJOR?

YES NO

2. HOURS WORKED PER WEEK? (AVERAGE)

|       |   |   |   |   |   |   |   |   |   |   |
|-------|---|---|---|---|---|---|---|---|---|---|
| HOURS | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|       | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

3. WEEKLY EARNINGS? (AVERAGE-DOLLARS ONLY)

|          |   |   |   |   |   |   |   |   |   |   |
|----------|---|---|---|---|---|---|---|---|---|---|
| EARNINGS | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|          | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Student Name Here  
1400 Albers Road  
Modesto, CA 95355  
578-3154

Adv. -- Advisor Name Here  
H. S. -- Modesto High School  
Female  
Major -- Secretarial Training  
Un. Comp.-- 21.0

55-51-

(Student schedule will be listed here)

In addition to the data you need to furnish report information, you will find that as a result of the foregoing inputs, printouts are available similar to the following. Step 4 generates printout #1. Step 5 provides information for printout #3 and parts of #4. Step 6 furnishes data for printout #2 and final parts of #4. Each printout is by major.

|                |                  |                     |
|----------------|------------------|---------------------|
| Sex            | No. Working      | Avg. Mo. Income     |
| Total Enroll.  | Major Related    | Enrolled Wk. Exp.   |
| Undup. Enroll. | Avg. Hrs. Worked | Avg. Units Enrolled |

| Sex                    | Return MJC       | Non-Major Related |
|------------------------|------------------|-------------------|
| Completed Program      | Placed Full-Time | Unknown           |
| Transfer State College | Major Related    | List of Individ.  |

| Sex              | Job Out Other       | Unknown          |
|------------------|---------------------|------------------|
| Total No.        | Change in Major     | Other            |
| Remain. MJC      | Employment Conflict | List of Individ. |
| Job Out in Major | Academic Reasons    |                  |

|               |                   |                  |
|---------------|-------------------|------------------|
| Student Name  | Non-Major Related | Est. Mo. Wages   |
| Major Related | Hrs. Per Week     | Est. Ann. Salary |

|                        |                                  |
|------------------------|----------------------------------|
| Major - male, female   | Division (undup.)                |
| C. I. D. #             | Enrolled Wk. Exp.                |
| Advisor                | Students Working                 |
| High School            | Non-returning students           |
| Program Lists (undup.) | a - from previous semester       |
|                        | b - available first wk. of class |



????????????????????????????????????????????????????????????????????  
? ?  
? Need help in completing an annual SAM follow- ?  
? up study? ?  
? ?  
? Want to improve response rates? ?  
? ?  
? Need ideas on improving sampling techniques? ?  
? ?  
????????????????????????????????????????????????????????????????????

Here is a system that includes specific  
procedures for sampling, obtaining a  
high response rate and for analyzing  
and reporting follow-up data.

STEP BY STEP FOLLOW-UP PROCEDURES & FORMAT

Training College  
and Contact:

Santa Ana College  
Seventeenth Street at Bristol  
Santa Ana, CA 92706  
(714) 835-3000  
Robert Daly  
Research Assistant

Objective:

To demonstrate a plan for  
conducting student follow-up  
studies and to ensure valid  
samples and data return.

Description:

Follow-up steps to augment SAM  
Manual and include specific  
procedures for follow-up  
techniques.

Personnel Involved  
in Implementation:

SAM follow-up is probably best  
performed by an institutional  
researcher. Occupational Education  
Dean (or other staff member) could  
be person to conduct follow-up as  
long as they are familiar with  
follow-up techniques. Involvement  
of data processing personnel is  
dependent on person conducting  
follow-up knowledge of data  
processing.

Cost of Implementation:

Direct costs -- approximately \$500.  
Small study, i.e. 100 students may  
cost as little as \$100; large follow-  
up study, i.e. 3,000+ students could  
cost \$1,000 or more.

Data or Resources Essential  
for Implementation:

List of names and addresses of  
completers in SAM follow-up matrix,  
mail budget, telephone interviewers,  
computer resources.

Outcomes of Practice:

Data can be used in program evaluation  
if data from follow-up studies is  
statistically valid. Important data  
is whether students are employed in  
area related to training and whether  
training was related to job skills  
required.

Additional Comments:

Follow-up can be done manually  
or can be highly computerized.

Field Test College  
and Contact:

Los Angeles Harbor College  
1111 Figueroa Place  
Wilmington, CA 90744  
(213) 518-1000, Ext. 234  
John Quier  
Coordinator of Occupational Ed.

Persons Trained:

Coordinator of Occupational Ed.  
Coordinator, Cooperative Ed.  
Institutional Researcher

Ease of Transferability  
of Practice:

Need to progress in the full  
implementation of SAM utilizing  
LACCD resources and SAM project  
staff.

Plans for Implementation:

Hope to further the implementation  
of SAM follow-up in the 1980-81 year.



1. Questionnaire Preparation -- see the SAM Operations Manual (September, 1978 edition) page 43 for the essential questions needed for completing the student follow-up report. If the only purpose of the SAM follow-up is to obtain data needed for completing the VE form then the first five questions are the only ones that need to be included. If the purpose is more extensive, see pages 44 and 45 for additional questions.

The actual type and style of the questionnaire will depend upon the number of questions, the purpose of the survey, and the available resources for typesetting and reproduction. See sample questionnaires on the following pages.

2. Determining the Follow-Up Universe -- following the first fall census week, a list of non-returning students is extracted. If a student has a SAM completion code on his/her record for either of the previous two semesters and is not enrolled in the current fall semester, the name is put on the list of non-returning students.

3. Selecting a Stratified Random Sample -- the different stratifications (groups) are determined. The primary one is the student's SAM major. Minor ones are the SAM completion codes (G,C,A,P,N) and SAM class (1,2,3). A sufficient number of students is drawn from each major to ensure that statistically valid data is obtained during the follow-up. Refer to the SAM Operations Manual (September, 1978 edition) page 85, Appendix B, for detailed sampling techniques. Sample selection requires 2-3 weeks.
4. Collection of Data
  - a. First Mailing -- questionnaires are sent to students in the sample, allowing a fixed time (say two weeks) for receipt of replies. Mailing at bulk rate is slower but effects considerable cost savings. As responses are received, keep a record of replies so responding students are not recontacted. Depending on response rates, additional follow-ups can be made.
  - b. Second Mailing -- use the same method as for a. above.
  - c. Telephoning -- Third Follow-Up -- A telephone follow-up of the remaining non-respondents can be conducted. Three attempts are made to contact students by telephone. If contact is made, the student is asked the follow-up questions by phone. This step usually takes 4 weeks.
  - d. Fourth Follow-Up -- mailed questionnaire to students not yet reached.
5. Data Recording & Analysis -- Extensive analysis is performed on the data with the SPSS statistical package. The follow-up data is checked for the consistency of the responses, and is stored on a computer file. Data is then analyzed using this package. This step requires about two weeks for completion.

The extent of the analysis will depend on the objectives of the study. Basic tabular analysis is sufficient if its purpose is to provide descriptive information about students. If a determination of relationships existing between different variables is required, then more complicated statistical analysis is needed. This may include contingency tables, correlation, and discriminate analysis.
6. Report Writing & Dissemination of Findings -- the report lists the findings, makes recommendations about the next year's study, the use of the data in the study, and the implications of the findings. It is disseminated to all appropriate faculty and staff.

# STUDENT GRADUATION QUESTIONNAIRE



SAMPLE

DETAILED QUESTIONNAIRE

Postage  
Will be Paid  
by  
Addressee

Dear SAC Student:

We would like to congratulate you for successfully completing your instructional program at Santa Ana College. Now that you have had time to reflect on your experiences at Santa Ana, we would like to ask you a few questions about the college. Would you please answer the questions on the reverse side, refold and seal the questionnaire, and return the questionnaire to us.

Thank you for taking the time to answer our questions. Your responses will be very helpful.



**BUSINESS REPLY MAIL**

FIRST CLASS PERMIT NO 1973 SANTA ANA, CALIF

POSTAGE WILL BE PAID BY ADDRESSEE

**Institutional Research  
Santa Ana College  
17th at Bristol Streets  
Santa Ana, California 92706**

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SANTA ANA, CALIF. 92706

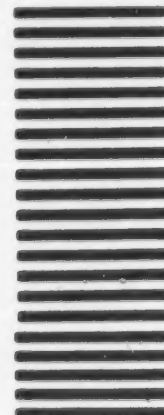
17th AT BRISTOL

**SANTA ANA  
COLLEGE**



**SANTA ANA COLLEGE**  
*Rancho Santiago Community College District*

NO POSTAGE  
NECESSARY  
IF MAILED  
IN THE  
UNITED STATES



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1. How often have you utilized each of the Santa Ana College services listed below? And, how satisfied were you with each of these services?

|                                        | How Often<br>0=Never used<br>1=Used once<br>2=Used twice<br>3=Used 3 or more times | How Satisfied<br>0=Never used<br>1=Very dissatisfied<br>2=Dissatisfied<br>3=Satisfied<br>4=Very satisfied |
|----------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Admissions and Records                 | 1                                                                                  | 2                                                                                                         |
| Financial Aid Office                   | 3                                                                                  | 4                                                                                                         |
| Student Placement Office               | 5                                                                                  | 6                                                                                                         |
| Cafeteria/Snack Bar                    | 7                                                                                  | 8                                                                                                         |
| Registration                           | 9                                                                                  | 10                                                                                                        |
| New Student Orientation                | 11                                                                                 | 12                                                                                                        |
| Academic Counseling                    | 13                                                                                 | 14                                                                                                        |
| Personal Counseling                    | 15                                                                                 | 16                                                                                                        |
| Career Planning Center                 | 17                                                                                 | 18                                                                                                        |
| Recreation & Athletic Facilities       | 19                                                                                 | 20                                                                                                        |
| Library                                | 21                                                                                 | 22                                                                                                        |
| Student Health Center                  | 23                                                                                 | 24                                                                                                        |
| Learning Center                        | 25                                                                                 | 26                                                                                                        |
| New Horizons                           | 27                                                                                 | 28                                                                                                        |
| Veteran's Center                       | 29                                                                                 | 30                                                                                                        |
| Your Overall Impression of the College |                                                                                    | 31                                                                                                        |

2. What were your goals for attending Santa Ana College, and did you achieve these goals?

|                                                              | A goal of mine<br>0=No<br>1=Yes | I achieved this goal<br>0=No<br>1=Yes |
|--------------------------------------------------------------|---------------------------------|---------------------------------------|
| To obtain vocational training                                | 32                              | 33                                    |
| To be able to get a better job or a promotion in present job | 34                              | 35                                    |
| To meet academic requirements to transfer to a 4-year school | 36                              | 37                                    |
| For personal development                                     | 38                              | 39                                    |
| To meet people                                               | 40                              | 41                                    |
| To participate in extracurricular activities                 | 42                              | 43                                    |
| Skill development for home or hobby                          | 44                              | 45                                    |
| To improve physical fitness                                  | 46                              | 47                                    |
| Other (specify) _____                                        | 48                              | 49                                    |

3. Please rate the following for most of the courses you are taking:

|                                    | 1=Excellent<br>2=Above average<br>3=Below average<br>4=Poor |
|------------------------------------|-------------------------------------------------------------|
| Quality of classroom instruction   | 50                                                          |
| Grading and testing                | 51                                                          |
| Content of course                  | 52                                                          |
| Help from instructor outside class | 53                                                          |
| Class size                         | 54                                                          |
| Availability of courses            | 55                                                          |

4. Are you attending college?

1=Yes  
2=No

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College \_\_\_\_\_

Major \_\_\_\_\_

Number of units carried \_\_\_\_\_ 57

5. What is your present employment status?

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1=Working full-time (30 hours per week or more)  
2=Working part-time (less than 30 hours per week)  
3=Not working, looking for a job  
4=Not working, not looking for a job  
5=Military service

IF YOU ARE EMPLOYED, PLEASE ANSWER QUESTIONS 6, 7, and 8:

6. Which single statement best describes your job?

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1=Directly related to courses completed at SAC  
2=Related to courses completed at SAC  
3=Not related to courses at SAC  
4=Apprenticeship program

7. Did your occupational program provide you with the necessary training to meet the minimum skill requirements for your present job?

1=Yes  
2=No

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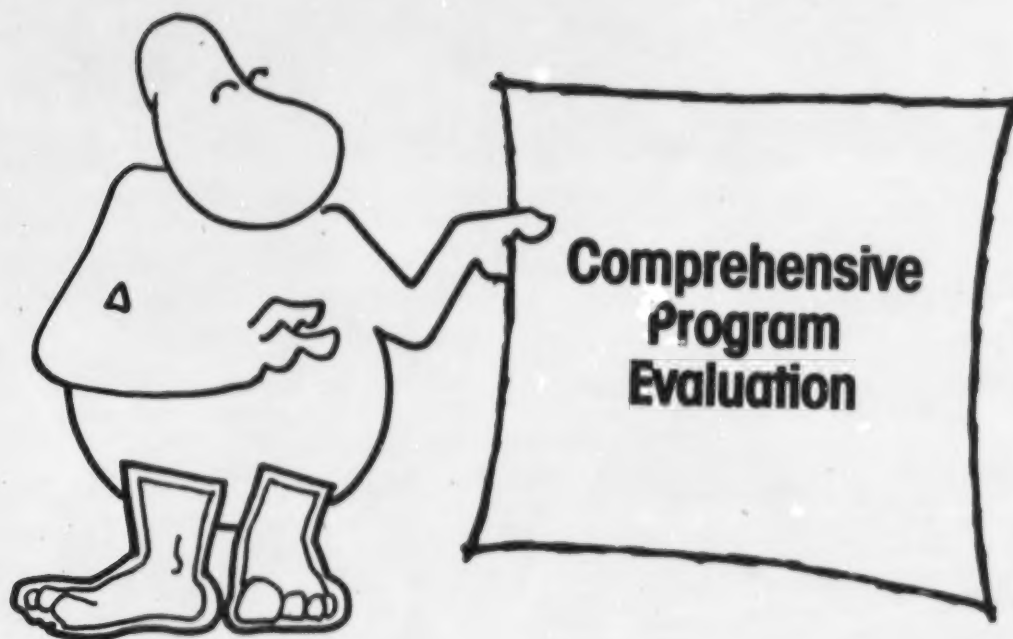
8. Do you feel that your occupational training was important to you in getting your present job?

1=Yes  
2=No

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9. Comments \_\_\_\_\_

Your SAC Student Number        
(Will not be used to identify you in any report)



?????????????????????????????????????????????????????????????????????  
 ?  
 ?    Want to develop a system for evaluation    ?  
 ?    of the college's occupational programs?    ?  
 ?  
 ?    Need to zero in on strengths and    ?  
 ?    weaknesses?    ?  
 ?  
 ?    Want to develop objective, agreed on    ?  
 ?    criteria in case cutbacks are required?    ?  
 ?  
 ?????????????????????????????????????????????????????????????????????

Here's a system designed to help in overall evaluation and planning.

COMPREHENSIVE OCCUPATIONAL PROGRAM EVALUATION SYSTEM

Training College  
and Contact:

Southwestern College  
900 Otay Road  
Chula Vista, CA 92010  
(714) 831-4795  
Allan MacDougall  
Dean, Research/Data Processing

Objective:

To develop a system for evaluation  
of college's occupational programs,  
identifying strengths and  
weaknesses.

Description:

Program evaluation system utilizing  
SAM data as one of a variety of  
elements. Developed and initiated  
with college-wide support and  
involvement.

Personnel Involved in  
Implementation:

Dean of Instruction, Occupational  
Education Administrator, Division/  
Department Chairpersons, Program  
Heads, Research Director

Data and/or Resources

Essential for Implementation: Enrollment retention and cost data;  
follow-up feedback system; COPES  
program evaluation data; and other  
evaluation information.

Outcomes:

Strengths and weaknesses of programs  
identified; objective, agreed upon  
criteria are provided for program  
evaluation and in case cutbacks are  
required.

Additional Comments:

Participation and cooperation of all  
personnel involved are essential for  
this system to receive acceptance.  
System will be changed as evidence  
accumulates to indicate inclusion  
or exclusion of criteria and revision  
of weighting factors.



This is a comprehensive evaluation with twenty criteria on which evaluation is based.

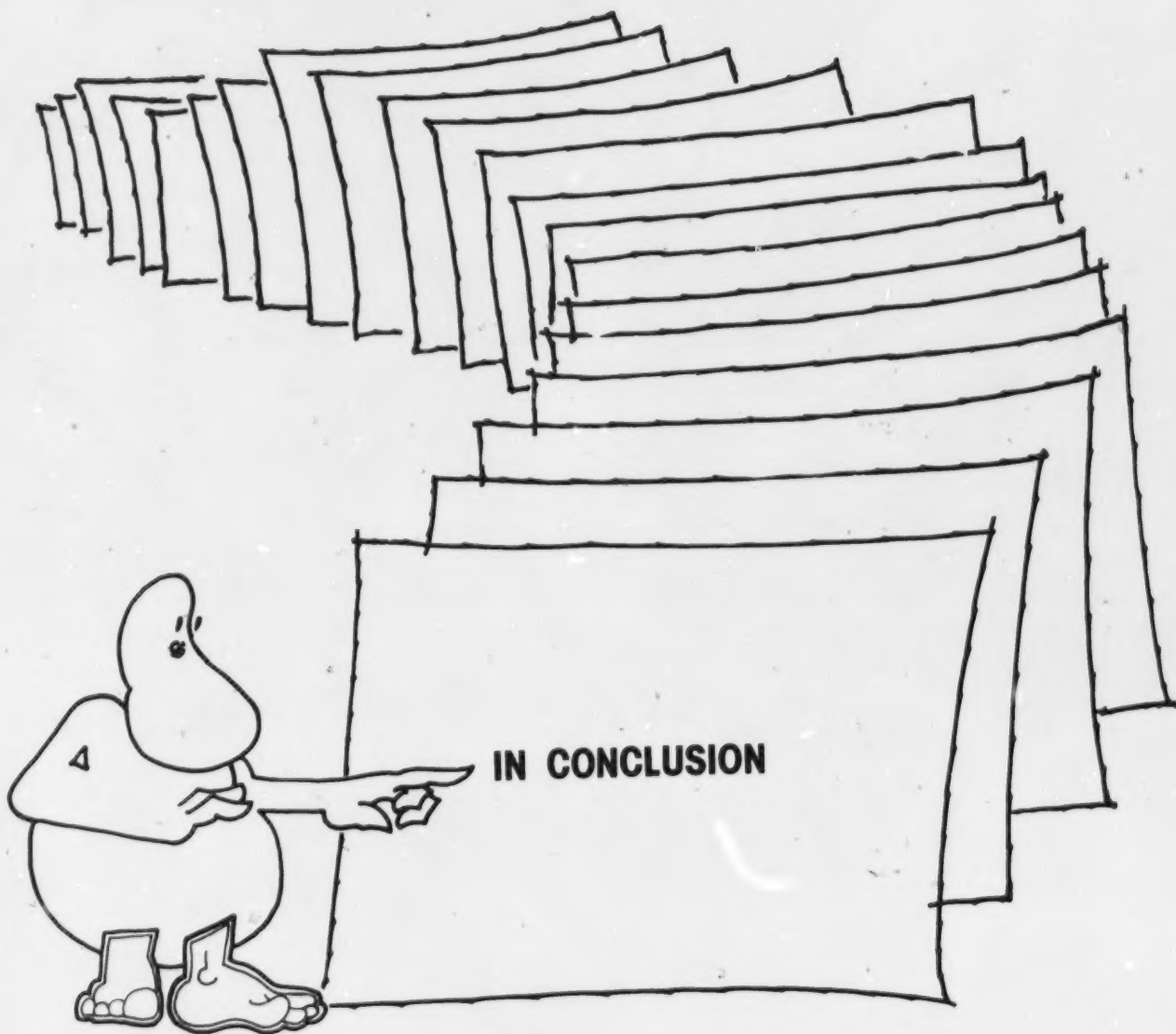
Deans and faculty developed a list of criteria after considerable discussion. A modified DELPHI method was used to obtain a consensus.

A weighting system was used to place a value on each criteria.

Subsequently, the criteria were applied to every occupational program in the college.

If you are interested in more data, contact:

Southwestern College  
900 Otay Road  
Chula Vista, CA 92010  
(714) 831-4795  
Allan MacDougall  
Dean, Research/Data Processing



These examples have illustrated the flexibility of the SAM system. It is definitely not a set of procedures set in concrete. Rather, it is adaptable to meet a wide variety of needs.

One of the most exciting concepts to evolve from the development of these practices has been the willingness and enthusiasm of those involved to share information on a voluntary basis and providing one-on-one training.

We encourage you to develop your own SAM network of information exchanges on a similar basis. There is no doubt that you will find the experience productive and rewarding.

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